



## Carver-Edisto Middle School

2018 Carver-School Road  
Cope, SC 29038

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	603 Students	
<b>Principal</b>	Jeannie B. Monson	803-534-3554
<b>Superintendent</b>	Brenda Turner	803-534-8081
<b>Board Chair</b>	Peggy Tyler	803-534-8081

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Good</b>
2012	Average	Good
2011	Average	Average
2010	Average	Good
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

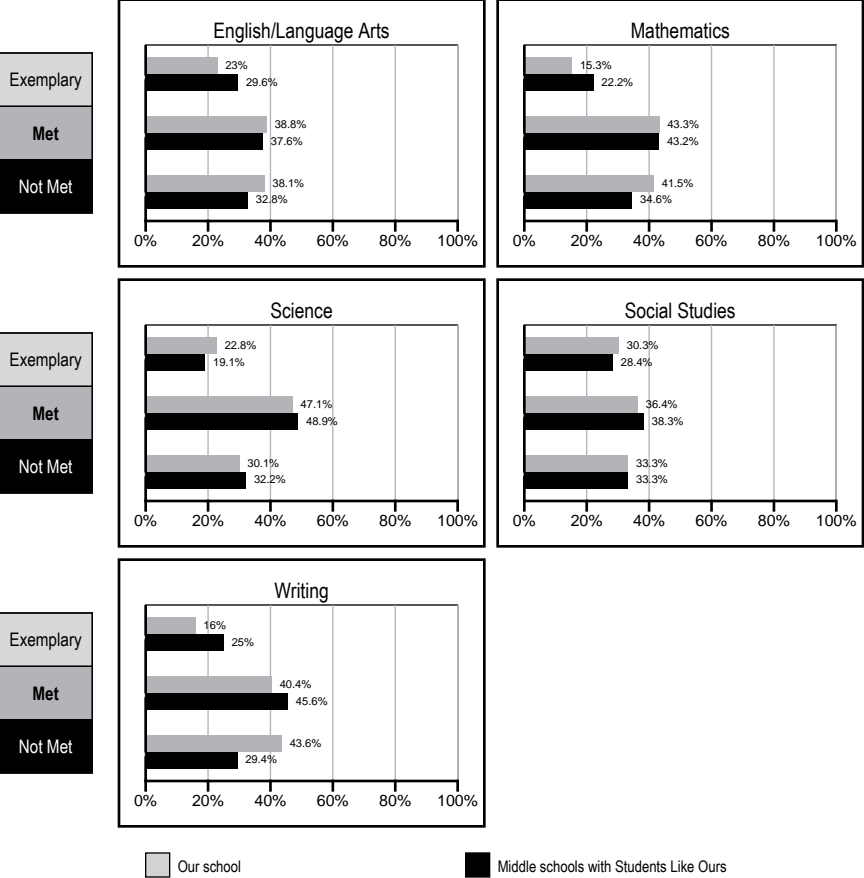
96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	47	6	0

\* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.9%	96.7%
English 1	90.2%	96.1%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	91.6%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=603)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	14.1%	Down from 19.1%	22.6%	24.6%
Retention rate	0.8%	Up from 0.5%	0.8%	0.6%
Attendance rate	94.6%	Down from 94.8%	95.6%	95.9%
Served by gifted and talented program	8.1%	N/A	16.7%	18.5%
With disabilities	12.0%	N/A	14.1%	13.0%
Older than usual for grade	4.8%	N/A	5.8%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 2.2%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	54.1%	Up from 50.0%	58.6%	61.5%
Continuing contract teachers	83.8%	Down from 85.3%	76.0%	77.2%
Teachers returning from previous year	84.4%	Down from 87.5%	84.9%	85.9%
Teacher attendance rate	96.0%	Up from 95.4%	94.6%	94.9%
Average teacher salary*	\$43,555	Up 2.1%	\$46,488	\$47,313
Professional development days/teacher	13.0 days	Down from 14.3 days	11.1 days	10.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 22.9 to 1	21.9 to 1	22.1 to 1
Prime instructional time	88.7%	Down from 89.1%	89.3%	89.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 96.0%	98.2%	99.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$6,813	Up 7.6%	\$7,066	\$7,239
Percent of expenditures for instruction**	59.0%	Up from 58.1%	63.0%	63.0%
Percent of expenditures for teacher salaries**	57.0%	Up from 54.8%	60.0%	61.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This year, 2012-2013, Carver-Edisto Middle School earned the South Carolina Palmetto Silver Award for academic achievement for the third straight year. The school earned an overall "Average" rating, as well as a "Good" for academic improvement. While the goal is still to earn a rating of "Excellent", we are very proud of this recognition for work well done.

The work begins with the teachers. Working in teams, teachers begin the school year by assessing student data. This information assists teachers in planning appropriate curriculum, instruction, and assessment strategies. Teams of teachers meet weekly to monitor student progress and to adjust lessons based on student mastery of common assessments. Threaded throughout the school year, all teachers participate in embedded Professional Development. This year CEMS was awarded the IQ-MS Grant written to help teachers embed literacy in all science and math classes. All of these efforts converge to create an excellent learning environment for all CEMS students.

Rigorous work is expected of all students. On the first day of school, students are expected to report on their summer reading and on the activities provided to them at the end of the previous school year. To assist students the School Improvement Council began a mentoring program sponsored by the Orangeburg Community of Character. Also, based on the PASS results, groups of students are placed in flexible acceleration classes. Each student must keep a Data Student Notebook to track his or her academic strengths and weaknesses, as well as to set goals for the academic year. Also, Classroom Data Walls help monitor overall student progress. Academically gifted students are enrolled in gifted classes and take Algebra 1 and English 1 for high school credit. The Media Specialists sponsor a "25-Book Challenge" and houses various books including audio books, an iPod lab, and student tablets to download novels.

Though the primary goal for all students at CEMS is high academic learning, we also strive to provide a rich variety of extra-curricular opportunities which both engage and ignite students' imaginations. Students participate in a variety of athletic competitions and in cheerleading. The Project Lead the Way curriculum has expanded to include the Medical Detective class. Drama and choral students team up three times a year to perform an "Evening Showcase" of acting and singing, and students have the opportunity to play in the award winning Carver-Edisto Band. More literary students produce both an annual yearbook; our visual arts students create artwork on both paper and in clay. Collectively, these programs along with a rich academic program offer rigorous learning opportunities for all.

Jeannie Monson, Principal  
Mark Whetstone, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	156	77
Percent satisfied with learning environment	86.4%	64.8%	80.5%
Percent satisfied with social and physical environment	86.4%	66.9%	63.6%
Percent satisfied with school-home relations	37.8%	46.1%	65.8%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	70.9
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Carver-Edisto Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	94.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	632.0	629.0	624.8	627.1	99.7	99.8
Male	632.6	629.6	630.8	635.7	99.4	99.7
Female	631.3	628.4	617.5	616.3	100.0	100.0
White	641.2	638.9	635.6	635.5	99.3	99.7
African American	620.5	617.0	613.5	615.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	587.8	590.5	569.4	591.0	98.5	98.5
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	623.6	621.8	615.3	617.8	99.8	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	199	99.5	47.8	28	24.2	52.2
	7	195	99.5	34.1	41.1	24.9	65.9
	8	182	98.9	43	36	20.9	57
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	205	99.5	37.9	38.9	23.2	62.1
	7	186	100	29.9	42	28.2	70.1
	8	201	99.5	44	35.2	20.7	56
Mathematics							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	199	99.5	37.9	40.7	21.4	62.1
	7	195	99.5	29.2	51.9	18.9	70.8
	8	182	98.9	47.1	42.4	10.5	52.9
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	204	100	45.8	34.7	19.5	54.2
	7	186	100	39.7	47.1	13.2	60.3
	8	201	99.5	37.3	49.2	13.5	62.7
Science							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	103	100	48.4	46.2	5.4	51.6
	7	195	99.5	22.7	40	37.3	77.3
	8	94	100	20.5	54.5	25	79.5
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	102	100	46.8	47.9	5.3	53.2
	7	185	100	21.4	48.6	30.1	78.6
	8	99	99	29.5	42.1	28.4	70.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	98	98	26.4	50.5	23.1	73.6
	7	195	99.5	27.6	42.7	29.7	72.4
	8	88	97.7	31	36.9	32.1	69
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	102	100	25	43.8	31.3	75
	7	184	100	32.4	31.2	36.4	67.6
	8	100	100	43.8	38.5	17.7	56.3

Writing

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	182	99.5	33	39.1	27.9	67
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	205	100	49.5	37.1	13.4	50.5
	7	192	96.9	42.5	42.5	14.9	57.5
	8	205	98.5	38.5	42.1	19.5	61.5

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